



KING EDWARD VI HANDSWORTH SCHOOL FOR GIRLS

2023-4 Attendance, Punctuality and Children who are Absent from Education Policy

Document Control

Document Ref:		Date Implemented:	December 2017
Version:	5	Date Modified:	October 2018, 19, 20, 21, 22, 23
Revision due date:	June 2024		
	The following person is authorised to approve minor changes between reviews: Chair of Governors - Mr David Wheeldon .		
Governor Committee and date (where applicable)	Teaching & Learning Committee 7 November 2023		
Reviewed by:	Jane Glendenning	Sign and Date:	
Authorised by:		Sign and Date:	

Related Documents/Policies

Reference	Title
	<u>Behaviour for Learning Policy</u>
	<u>Safeguarding Policy</u>
	<u>Positive mental health and wellbeing policy</u>

Jane Glendenning (DSL) is responsible for reviewing and updating this procedure.

We fulfil our local and national responsibilities as laid out in the following documents:-

www.birmingham.gov.uk/CME

[Department for Education Working together to improve school attendance guidance](#)

[DfE summary table of responsibilities for school attendance.](#)

[Mental health issues affecting a pupil's attendance: guidance for schools](#)

[Securing good attendance and tackling persistent absence](#)

[The Education and Inspections Act 2006](#)

Education Act 1996 and 2011
Children Act 1989
Human Rights Act 1998
Crime and Disorder Act 1998
The Equality Act 2010 (Part 6)
Children and Families Act 2014 (Part 3)
[Keeping Children Safe in Education 2023](#)
[Working Together to Safeguard Children](#)
Special Educational Needs and Disabilities (SEND) Code of Practice
Regulations 8(f) and 8(h) of the Education (Pupil Registration) (England) Regulations 2006 (Amendments 2010, 2011, 2013/16)
The Education (Parenting Contracts and Parenting Orders) (England) Regulations 2007
The Education (Penalty Notices) (England) Regulations 2007
The Education (Penalty Notices) (England) (Amendment) Regulations 2012
The Education (Penalty Notices) (England) (Amendment) Regulations 2013
The Education and Skills Act 2008

Further details are available at: www.legislation.gov.uk

EQUALITY, DIVERSITY AND INCLUSION (EDI) MISSION STATEMENT

We celebrate diversity and value fairness and equal treatment for everyone at the school regardless of their race, age, ethnicity, religion, sex, sexual orientation or disability. We promote equality through our rich and diverse curriculum, equipping students with the skills, knowledge and understanding to succeed in a diverse world outside and beyond school. We challenge discrimination in all its forms so that all members of the school community feel safe and valued.

Unconscious Bias Key definitions:

There are two types of biases

- Conscious bias (also known as explicit bias) and
- Unconscious bias (also known as implicit bias)

Conscious bias is an inclination or prejudice for or against one person or group, especially in a way considered to be unfair. **Unconscious bias** is implicit bias. It is unintended and subtle, based on unconscious thought. People may have unfair beliefs about others but not be aware of them. Typically unconscious bias happens involuntarily without any awareness or intentional control. Everyone holds unconscious beliefs about various social and identity groups.

Under the 2010 Equality Act, it is unlawful to discriminate against people because of nine areas termed in the legislation as protected characteristics:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation

How to overcome unconscious bias

- Be aware of unconscious bias.
- Don't rush decisions, rather, take your time and consider issues properly.
- Justify decisions by evidence and record the reasons for your decisions
- Ensure that everyone knows what kind of behaviour is expected of them.
- Ensure that everyone knows how to report prejudice related incidents.
- Encourage people to work with a wider range of people and get to know them as individuals.

- Focus on the positive behaviour of people and not negative stereotypes.
- Employers should implement policies and procedures which limit the influence of individual characteristics and preferences.

CONTENTS

AIMS AND VALUES	1
STATEMENT OF PRINCIPLES	1
INFORMATION FOR PARENTS	2
INFORMATION FOR STAFF	2
INFORMATION FOR PUPILS	2

AIMS AND VALUES

The aim of King Edward VI Handsworth School for Girls' Attendance and Punctuality Policy is to enable the School to provide a consistent practice that encourages and facilitates the regular attendance of all students. We will endeavour to provide an environment where every student can feel:

- safe;
- healthy;
- able to enjoy and achieve;
- able to contribute to future economic well-being; and
- able to make a positive contribution.

King Edward VI Handsworth School for Girls' aim is for the majority of students to achieve 97% attendance and to continue to improve towards 100%. Our aim is also to ensure that students are punctual to school and to lessons in order to prepare them appropriately for higher education and the world of work.

Enrichment activities, such as sport, are used in this school to develop soft skills outside the curriculum, including leadership, determination and understanding another person's point of view. Poor attendance at school, reduces a young person's opportunities to develop these important life skills.

OUR VISION FOR WELLBEING

Through the values, ethos and culture we advocate every day in line with our school vision, we aim to develop and nurture students and colleagues with sensitivity and mutual respect.

As a school, in order to prioritise and be committed to the wellbeing of all members of our school community, staff and students are committed to the development of resilience through connectedness, kindness and compassion.

This policy is created in line with this vision as we believe regular and prompt attendance at school and to lessons supports young people's wellbeing and builds this resilience. If students cannot attend school for any reason, pastoral and family support will be put in place to address any underlying issues.

Often, school does not know the reason for school absence. Sometimes children will be recorded as ill when families and young people do not want to disclose the true barriers to attendance. Young people need an adult to confide in who they can trust and the role of our Form Tutors and Pastoral Team are key to building a trusted relationship with students in their care.

STATEMENT OF PRINCIPLES

Regular attendance at school is key to steady student progress and enjoyment of learning, and for this reason the School is dedicated to ensuring its Attendance and Punctuality Policy is adhered to as much as possible.

King Edward VI Handsworth School for Girls takes a whole-school approach to maintaining excellent attendance and it is the joint responsibility of parents/carers, students and all staff members to ensure that children are attending school as they should be. Students with frequent absences are being denied equality of opportunity, therefore we endeavour to work with families to make sure that any problems or circumstances which may lead or be leading to poor attendance are given the right attention and appropriate support.

We have safeguarding duties under **section 175 and section 157 of the Education Act 2002** in respect of our students and therefore we must investigate any unexplained absences. A child going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding risks, including abuse and neglect, which may include sexual abuse or exploitation; child criminal exploitation; radicalisation; mental health problems; substance abuse and becoming NEET (not in education, employment or training) later in life. Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of them going missing in future.

Where absence escalates and pupils miss 10% or more of school (equivalent to 1 day or more a fortnight across a full school year), our school will work with the local authority to put additional targeted support in place to remove any barriers to attendance and re-engage these pupils. In doing so, we will sensitively consider some of the reasons for absence and reinforce school as a place of safety and support for children who might be facing difficulties.

The School will take disciplinary action against any students who are discovered to be persistently truanting, including from lessons and form time, and parents/carers will be contacted to discuss possible reasons and school support systems that could help. (See the Behaviour for Learning Policy.) The School will also follow the [Birmingham City Council pupil attendance advice for schools and professionals](#).

Department for Education (Dfe) Guidance on Providing Remote Education 2023

- Full attendance in school must be prioritised.
- Pupils absent from school and receiving remote education need to be marked as absent in the register using the appropriate DfE codes.
- In applying the guidance to individual pupils, remote learning should be short term, regularly reviewed and with a view to re-integrating the child back into school full time.
- Remote education should be used only when it is judged that providing it would not adversely affect the pupil's return to school (this may apply to children where there is 'emotionally based school avoidance' for example).
- Parents must be in agreement with the arrangement and where there is a social worker or an EHCP, the local authority must also be involved in the decision making.
- Any time a pupil is sent home due to disciplinary reasons, this is a suspension and must be done in line with the law on disciplinary suspensions.
- Remote education should not be viewed as an equal alternative to attendance in school, and providing remote education during a pupil's absence does not reduce the importance of bringing that absence to an end as soon as possible.

INFORMATION FOR PARENTS

INFORMATION FOR STAFF

INFORMATION FOR PUPILS

Monitoring, evaluation and review

1. Governors, the Headmistress, the DSL, Attendance Officer and relevant pastoral staff will review this policy annually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.
2. A record of attendance is kept both centrally on SIMS and in student files on CPOMS.
3. The attendance data will be reported to the Governors and Governing Body termly or provided to them at any time on request.
4. Attendance data will be analysed to reflect and re-design further strategies to improve procedures.